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Titolo	Getting the buggers to find out [[electronic resource] ] : information skills and learning how to learn / / Duncan Grey
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Descrizione fisica	1 online resource (225 p.)
Collana	Getting the Buggers
Disciplina	028.7071 370.152
Soggetti	Information literacy - Study and teaching Information resources - Evaluation - Study and teaching Computer network resources - Evaluation - Study and teaching Information retrieval - Study and teaching Teachers - In-service training
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [179]-184) and index.
Nota di contenuto	Contents; Acknowledgements; Preface; Introduction; 1 Why is information literacy important?; 2 Information literacy across the curriculum; 3 The 20 main skills of information literacy; 4 Methodical strategies; 5 Practical strategies for implementation in your school; 6 Using your Resources Centre and your librarian; 7 Search engines and computer skills; 8 Taking part in the global conversation; Further reading; Appendix 1 Information literacy and the National Literacy Strategy; Appendix 2 Questions and decisions 1; Appendix 3 Questions and decisions 2; Appendix 4 Define the task Appendix 5 Problem solving: the SWOT analysis Appendix 6 Identifying sources; Appendix 7 Selecting sources; Appendix 8 Evaluating material; Appendix 9 The argument table; Appendix 10 Evaluation; Appendix 11 Which model suits us best?; Index
Sommario/riassunto	There is a necessary balance between knowledge and knowing how to find out - between having the key facts in your head, having the understanding of how to use them, and having the skill to draw on

extra resources too. Information literacy is as important as traditional reading literacy and it incorporates a wide range of skills which are essential in the modern world. Many of the skills already feature in the curriculum, though because they are not usually brought together, too often there is no coherent approach to how they are learned. They are relevant to every teacher and every pupil; they

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